

# Arts Education Update

An on-line publication of the State Foundation on Culture and the Arts – Arts in Education Program



## ECS Chair Huckabee An Advocate for Arts Education

Arkansas Governor Mike Huckabee, new chairman of the National Governors Association and chairman of the Education Commission of the State (ECS), addressed the opening session of the American Symphony Orchestra League's 60th National Conference, June 16, 2005, in Washington D.C. He spoke on the need for arts in education, a topic that he will make a theme for another year as chairman of ECS. Huckabee talked about the centrality of music, painting and the other arts to the full development of creative children who can go on to become creative leaders. Following is an excerpt from his remarks:

"When I was selected to be ECS Chairman, I was told I could pick any topic I wanted. And I said, 'I want to focus on arts and education, and call it *A Lifetime of Learning*. And I kind of expected the immediate push back of, 'Don't you want to talk about math? Or reading standards? Or maybe some form of reform of the high school, or some other initiative that really is important?'"

Much to my delight, there was a wonderful resonance, when I said I wanted to focus on the arts, and people said, 'Really?' And I said, 'Really.' Because I think it's perhaps singularly the most neglected part of our educational structure today. And there are some of us who really do believe that an education in the arts is not expendable. It's not extraneous. It's not extracurricular. It is essential. And without it, a student is not getting a full, complete and total education.

There's something that very few Americans know. In fact, very few governors know, very few education chiefs know, and very few school superintendents know. And that is, with the historic passage of the 'No Child Left Behind' legislation, for the first time in America's history, arts education is a part of the core curriculum. No longer can schools now excuse themselves from an arts curriculum by saying, 'Well, it's just not as important as...' and then list the other subjects. No.



Mike Huckabee

***"I think [the arts] are perhaps singularly the most neglected part of our educational structure today. And there are some of us who really do believe that an education in the arts is not expendable. It's not extraneous. It's not extracurricular. It is essential. And without it, a student is not getting a full, complete, and total education."***

***Education Commission for the States Chair,  
Arkansas Governor, Mike Huckabee***

According to the federal law, it is a part of the core curriculum. And one of the messages that we need to get into every one of the state capitols is that you have not done the job of compliance with ‘No Child Left Behind’ until you not only have fully implemented, but fully funded an arts education for every single student in your public school system. This is a vital part of what we must do in America today.

...I would suggest to you that it is not expensive to have an arts program in our schools. It is more expensive to not have an arts program in our schools. That is why it is

critical that we help people to realize that the arts is not simply something that is a passing fad for a student to enjoy while he or she might be in school, and one will outgrow it. If there’s any great, great message about the arts, it’s that whether it’s theater or dance or the visual arts, or my personal passion of music, there’s never going to be a time at which we outgrow, most likely, our capacity to participate – but certainly, ever, our capacity to enjoy and appreciate.”

*For a complete transcript of ECS Chairman Governor Mike Huckabee’s remarks go to:*

<http://www.symphony.org/govaff/what/pdf/transcript.pdf>

## Call for Action!

**S**ince 2001, when Congress passed ‘No Child Left Behind’, arts education curriculum has been reduced or eliminated in many K-12 schools across the nation to make room for language arts, science, math and social studies. This is particularly happening in elementary schools where the arts have been struggling to find a place in the education of the whole child.

However, NCLB in fact includes the arts as a core subject. NCLB gives the states the freedom to alter their accountability structure to mandate an arts education curriculum. Hawai‘i has a set of standards what students should know and be able to do in the arts at every grade level. However, like most other states, Hawai‘i has not entirely incorporated the fine arts standards into their accountability system.

**How do we make that happen?** Advocacy. The ARTS FIRST Partnership has been working to provide resources for classroom teachers and school administrators to integrate the arts in their academic curriculum. The ARTS FIRST K-5 Essential Toolkit Supplement, the Hawai‘i Learning Interchange, professional development for classroom teachers and teaching artists (known as Artistic Teaching Partners), mentorship programs, and research projects funded by the National Endowment for the Arts and the U.S. Department of Education are some of the projects that the ARTS FIRST Partners have undertaken in the last five

years to ensure that a high quality arts education program is available in our schools.

At the national level, the Arts Education Partnership (AEP) has been helping to steer local, state and federal policy around to arts education. The AEP has assembled a body of research that arts education advocates can use to persuade policy makers of the importance of arts education. Champions of Change (1999) and Critical Links (2002) are two important research reports that are available on-line at <http://www.aep-arts.org>

Arkansas Governor Mike Huckabee gave arts education a huge boost when he made it the platform for his two-year term as chairman of the Education Commission of the States,



*Lana‘i students reflect on their art work with visual artist Neida Bengter of Maui.*

which aims to improve state policy in all areas of education. Huckabee is the policy group's 40th chair (his term began in July 2004), but the first to propose arts education as the focus. He has already set an example in Arkansas by revising state law to ensure that every elementary school has a visual art teacher and a music teacher.

**What can you do?** Here are some pointers from other arts education advocates.

**One:** Recognize that the most effective education advocacy is local, not national. Education is a local issue, not a global one.

**Two:** Join an arts education advocacy coalition now.



The Hawai'i Alliance for Arts Education and the ARTS FIRST Partners are involved with positioning the arts in the K-5 classroom curriculum. By working with an organization or coalition at the state-wide level or in your community, you extend your network and work toward common goals. Invite teachers, other parents,

artists, community leaders, funders to join in your effort. Contact the Alliance at 533-2787 or email: [haae@aloha.net](mailto:haae@aloha.net) for more information.

**Three:** Recognize that your arts discipline, your organization, or community is only part of the puzzle. Everyone working together is the key... be sensitive to the needs of others in your coalition, especially the schools.

**Four:** Make new friends. Get to know the policy makers from your district. Really get to know them, including their personal interests. Your school's principal may sing with gusto in a community chorus. Find out. Then work from that knowledge.

**Five:** Use online resources. <http://www.americansforthearts.org> and <http://www.nasaa-arts.org> are two of several web resources available to advocates. (See Advocacy Resources)



*Artistic Teaching Partners teach the arts in an integrated curriculum.*



*Daunna Yanoviak, artist, engaging Waiahole students in visual art lessons.*

**Six:** Use current research to build your case. Research that demonstrates the positive influence of the arts on academic performance can get you the ear of a policy maker, even if the point you want to make about the benefits of the arts is much more complex. Get a foot in the door with facts gleaned from the online and published literature.

**Seven:** Advocate for better data on student participation in the arts. Although there is research to support your case that arts education improves learning in general, there is little information about how much arts education is provided in our local schools and by whom (certified arts specialists, generalist classroom teachers, teaching artists.) ARTS FIRST Partners will be surveying all elementary schools in the state during this school year to determine how, when, and by whom the arts are taught.

**Eight:** When there is a crisis, seize the moment. Jumpstart your network and get advocacy moving. And do not be afraid to use technology to make your case.

**Nine:** Hang in there! All successful coalitions need a period of incubation. Longevity and consistency of leadership will make a big difference. Most successful coalitions include members of a decade's standing or more. Above all, don't become discouraged or apathetic if you are not successful the first time around.

**Ten:** When you do meet with success, don't become complacent. Keep on making that case!

*Adapted from an article written by Karin Brookes, 'Symphony Magazine', July-August 2005 and reprinted in 'Arts Education in the News', August 2005*



## Where Are the Arts in Your School?

**A**re you an elementary school principal or teacher who wonders what to do with the copies of the Essential Arts Toolkit for the K-5 Classroom Teacher: Hawai'i Fine Arts Grade Level Guide (Supplement to the Hawai'i Department of Education's Arts Instructional Guide) that your school received over a year ago? Are the Toolkits packed in a box under your desk or sitting unused on a shelf in the school library?

Help is on the way for you! The ARTS FIRST Partners has trained a group of professional teaching artists who would like to come to your school and help your teachers utilize the Toolkit to develop lessons to engage your students in dance, drama, music and visual arts. They will also work with your

teachers to assist them in integrating the arts in language arts, math, science and social studies. The artists are also experienced in mentoring classroom teachers with workshops and feedback in presenting arts integrated lessons.

Don't hesitate – call or email today for more information!

Lei Ahsing, Director of Programs, Hawai'i Alliance for

Arts Education at [haae@aloha.net](mailto:haae@aloha.net)

(808) 533-2787

OR

Susana Browne, Education Director, Maui Arts & Cultural

Center at [susana@mauiarts.org](mailto:susana@mauiarts.org)

(808) 242-2787 x234



*"Arts Advocates" are eager to work with your school.*

## ADVOCACY RESOURCES

### Online Advocacy Toolkits + More

#### **Arts Education Partnership (AEP)**

Clean and clearly organized source of arts education research and reports – and helpful links.

<http://www.aep-arts.org>

#### **Americans for the Arts (AFTA)**

Resource Center for making the case for arts education in public schools.

<http://www.americansforthearts.org/services/arts%5Feducation/resource%5Fcenter/>

#### **National Assembly of State Arts Agencies (NASAA)**

"Arts and Learning Resources for State Leaders" links to numerous resources for arts learning including advocacy.

[http://www.nasaa-arts.org/nasaanews/index\\_anl.htm](http://www.nasaa-arts.org/nasaanews/index_anl.htm)

**Kennedy Center Community Audit** (Hawai'i participated in the audit of the state of arts education in the islands.)

<http://www.kennedy-center.org/education/kcaen/resources/CAudit6-9.pdf>

#### **American Symphony Orchestra League**

Music Education Advocacy Tools 2005 includes links to virtually every useful resource.

[http://www.symphony.org/govaff/what/090204advocacy\\_tools.shtml](http://www.symphony.org/govaff/what/090204advocacy_tools.shtml)

#### **Remarks by ECS Chairman, Arkansas Governor Mike Huckabee**

June 16, 2005, Washington D.C., Opening Session of the American Symphony Orchestra League's 60th National Conference.

<http://www.symphony.org/govaff/what/pdf/transcript.pdf>

#### **National Art Education Association**

"TIPS FOR PARENT ADVOCACY" a 14-page flyer of tips that parents can use to promote and advocate art education programs in their children's schools.

<http://www.naea-reston.org/pdf/Parent.pdf>



## Hawai'i and the Arts: A Case for Arts Education

*"Arts are central to a civil society... Arts education needs to be in the elementary and secondary schools through the core curriculum; in the home to foster lifelong learning; at the university level to develop excellence among future teachers and the future job force. We will all benefit from making the arts a core part of the educational system. Our future depends on it."*

*Terry Semel, Immediate Past Chair and Co-CEO Warner Bros. and Warner Music Group  
Concluding remarks: Nancy Hanks lecture on Arts and Public Policy at the  
John F. Kennedy Center for the Performing Arts ~ March 20, 2000*

Studying, embracing, and perpetuating artistic and cultural pursuits have a long and rich history in Hawai'i. The ancient people of Hawai'i practiced a lifestyle that incorporated artistic expression as a way to not only preserve its cultural traditions but also to communicate societal beliefs, educate its people, record its lineage, and document and commemorate its history. This way of life made it possible for the subsequent people who found their way to the Hawaiian Islands to follow suit. They too studied, embraced, and perpetuated the artistic and cultural practices of their homelands, making Hawai'i what it is today – an integrated, multi-ethnic, multi-cultural society.

Yet, like many other jurisdictions in the other forty-nine states, Hawai'i's modern educational system evolved in a way that minimizes the value of studying and practicing the arts. While it is convenient to criticize educators, public officials, and other decision-makers for today's state of affairs, eliminating funding and teaching positions for the arts merely reflects society's current, pervasive view of the arts. There is a general lack of understanding of and appreciation for studying the arts within an academic setting. In fact, the arts are often narrowly thought of as extracurricular activities or as luxuries.

However, significant research<sup>1</sup> over the past six years shows compelling evidence that arts education strongly impacts all learning. "Those who study arts outperform 'art-poor' students by virtually every measure, grades, test scores, attitudes and behavior irrespective of social economic status."<sup>2</sup> National

research clearly demonstrates that the arts not only stimulate creative thinking but also serve as the underpinning for academic learning. The arts link cognitive growth to social, emotional, neurological, and academic development. The arts appropriately prepare students to work and live in a global economy that demands higher-order learning skills. The arts help to nurture healthy attitudes towards individuals and societies that practice differing social norms and adhere to distinct cultural mores.

Fortunately, in Hawai'i, key individuals who hold critical leadership positions have taken note of this body of work and are strategically collaborating to affect a fundamental shift in the way Hawai'i schools teach the arts. A formal statewide partnership amongst the major stakeholders in arts education, known as ARTS FIRST, was formed in 1999. The accomplishments of the ARTS FIRST Partners to date, have not only exceeded the expectations of the State of Hawai'i, but have been recognized by granting institutions and arts organizations, locally and nationally. Although there is still more work to be done, there is much to celebrate.

*Prepared by Marilyn Cristofori, CEO  
Hawai'i Alliance for Arts Education, June 2005*

<sup>1</sup> Sampling of research studies - Champions for Change: The Impact of the Arts on Learning, Arts Education Partnership (AEP), 1999; Critical Links: Learning in the Arts – Student Academic and Social Development, AEP, 2001; Making the Grade: Reinventing America's Schools, Tony Wagner, 2002; The Arts and School Reform, Annenberg Institute, 2003; and Arts Education Partnerships, Rand Report, 2004

<sup>2</sup> Edward B Fiske; Champions for Change: The Impact of the Arts on Learning, Arts Education Partnership, 1999

## ANNOTATED BIBLIOGRAPHY

### The Arts and Creative Workforce

**1. “The Arts in Education.”**

*Education Commission for the States, January 2004*

<http://www.ecs.org/clearinghouse/49/91/4991.pdf>

Summarizes four studies (Champions of Change: The Impact of the Arts on Learning; Critical Links: Learning in the Arts and Student Academic and Social Development; Creativity, Culture, Education and the Workforce; and The National Assessment of Educational Progress 1997 Arts Report Card) in which arts education is shown to provide positive learning opportunities for at-risk youth, improve the academic and social skills of students, and prepare students for the new “creative workforce.”

**2. “The Arts in Public Policy: An Advocacy Agenda.”**

*The NASAA Advocate, 2002*

[http://www.nasaa-arts.org/publications/advocate\\_policy.pdf](http://www.nasaa-arts.org/publications/advocate_policy.pdf)

Examines the impact of the arts on education, youth at risk, business, tourism, and economic development, noting that participation in the arts leads to the development of skills needed to compete in today’s marketplace. Cites America’s creative industries, which account for over \$60 billion annually in overseas sales, as its leading export.

**3. Burton, J.M., R. Horowitz, and H. Abeles. “Learning in and through the arts: The question of transfer.”**

*Studies in Art Education 41.3 (2000): 228-57*

Investigates the existence of a constellation of complex ways of thinking connected to arts learning and finds that students who have experiences in the arts improve on measures of several dimensions of creativity, including elaborative and creative thinking, fluency, originality, focused perception, imagination, assuming multiple perspectives, and understanding.

**4. Davidson, Benjamin, ed. “Allies, Arguments and Actions: Making a Case for Arts Education Advocacy.”**

*Americans for the Arts Monographs, May 1999.*

<http://pubs.artsusa.org/library/ARTS049/html>

Discusses arts education’s function in preparing students for today’s “economy of ideas,” as well as potential methods for building support for arts education. Describes successful models in Florida, New York, Minnesota, and Oklahoma in which the arts were promoted as an integral part of the core curriculum.

**5. Galligan, Ann. “Creativity, Culture, Education, and the Workforce.”**

*Center for Arts and Culture, December 2001.*

<http://www.culturalpolicy.org/pdf/education.pdf>

Issue paper that suggests that arts education provides students with the traits they need to remain competitive in an economy in which technological advances and globalization play a prominent role. Examines the growth of the creative industries in the United States, concluding that the “U.S. needs a comprehensive strategy that links education and workforce development at the federal, state, and local levels.”

**6. Huckabee, Mike and Rod Paige. “Putting Arts Education Front and Center.”**

*Americans for the Arts – 26 January, 2005*

[http://www3.artsusa.org/services/arts\\_education?arts\\_education\\_012.asp](http://www3.artsusa.org/services/arts_education?arts_education_012.asp)

Commentary by Mike Huckabee, Governor and Chairman of the Education Commission of the States, and former U.S. Secretary of Education Rod Paige promoting arts education’s influence on the development of critical analysis skills. Introduces “The Arts: A Lifetime of Learning,” a program implemented by the Education Commission of the States that aims to use public awareness, research, analytical tools, and leadership efforts to ‘increase the arts’ stature in education.”

**7. “The Impact of Arts Education on Workforce Preparation.”**

*NGA Center for Best Practices – 1 May, 2002.*

<http://www.nga.org/cda/files/050102ARTSED.pdf>

Examines arts education’s role in the development of knowledge-based skills valued in the New Economy. Includes examples of successful arts programs throughout the United States in which participating general, at-risk and incarcerated youth have shown improvement in communication, personal relationship, problem solving, management and organizational skills. Provides a brief list of strategies and policy options available to governors interested in implementing the arts in their workforce development programs.

**8. Luftig, Richard L. “An investigation of an arts infusion program on creative thinking, academic achievement, of children at three grade levels.”**

*Studies in Arts Education, 2000.*

Using data from pre- and post-administrations of the Torrance Test of Creative Thinking, finds that a group of students receiving a systematic instructional program in the arts made greater gains than either of two control groups on several dimensions, including total creativity, fluency, and originality. The author concludes “there was a strong indication that creative thinking... was facilitated by involvement in the arts.”

**9. Robinson, Ken. Interview. “How Creativity, Education and the Arts Shape a Modern Economy.”**

*Education Commission of the States, April 2005.*

<http://www.ecs.org/clearinghouse/60/51/6051.pdf>

Examines the value placed on creativity in the modern economy using statistics from the business sector. Contrasts this demand for innovative employees with the standardization movement in schools, noting that the low priority placed on arts education may hinder America’s ability to remain competitive in the global markets of the 21st century.

**10. Steuer, Gary. “The Benefit to Business of Participating in the Arts.”**

*Arts & Business Quarterly, Spring 2001*

<http://www.artsandbusiness.org/images/Spring%202001.pdf>

Discusses the need for innovative, team-oriented workers in today’s industries. Includes highlights from speeches made by CEOs of General Electric, Bravo Networks, Corning Incorporated, and Verizon illustrating the value corporations place on creativity.

*Source: NASAA Research-based Advocacy Tool Kit*